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ABSTRACT

A project was conducted to assess the educational needs and interests of health occupations education teachers in Pennsylvania and to develop a program delivery plan for teachers employed in health occupations. Two questionnaires assessing educational needs, certification or accreditation, and demographic information were developed and mailed to 729 secondary and postsecondary faculty and chairpersons, with a 50 percent return. The study found that teachers are interested in a teacher education program, with the majority interested in professional education and with interest in graduate degrees, teacher certification, and undergraduate degrees following in that order. Course or workshop topics that teachers want offered include issues and trends affecting health occupations, testing and evaluation, teaching methods, curriculum development, computer-assisted instruction, legal aspects of the educational process, technical information, regulatory functions, and counseling techniques. At the secondary level, most teachers have an Instructional I or Instructional II certificate that they received from Temple University, Pennsylvania State University, or the University of Pittsburgh. Not all of the teachers had taken competency exams. At the postsecondary level, the majority of educational programs in which teachers are located are accredited but do not offer articulation or advanced placement to students entering their programs. As a result of the study, recommendations were made for changes in certification and accreditation requirements so that teachers could be given credit for previous education or occupation-related experience to meet the increasing needs of the field. The study instruments are appended. (KC)

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FINAL REPORT
EDUCATIONAL NEEDS ASSESSMENT
OF
HEALTH OCCUPATIONS EDUCATION TEACHERS
PDE 83-8005

by

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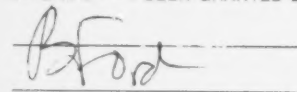
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Thanks also go to all health occupations education and allied health teachers and administrators who participated in the study. Without their participation and cooperation, the objectives of the project could not have been achieved.

ABSTRACT

The purpose of this project was (a) to assess the educational needs and interests of health occupations education teachers in Pennsylvania, and (b) to develop a program delivery plan for teachers employed in health occupations. The educational needs assessment project points out that secondary and postsecondary teachers are interested in a teacher education program with the majority interested in professional education (159) followed by graduate degree (107) and with approximately equal numbers interested in undergraduate degrees (44) and teacher certification (51). At the postsecondary level, teachers are interested in courses or workshops that address (a) issues and trends affecting health occupations, (b) testing and evaluation, (c) teaching methods, (d) curriculum development, (e) computer assisted instruction, and (f) legal aspects of the educational process.

Secondary teachers are interested in courses or workshops that address (a) issues and trends affecting health occupations, (b) technical information for their health specialty, (c) regulatory functions in health occupations, (d) computer assisted instruction, and (e) counseling techniques to assist students with educational problems. Comments written in from secondary teachers spoke to the need for vocational education courses specific to the health field rather than the current concentration on trade and industrial education.

At the secondary level, most teachers have an Instructional I or Instructional II certificate which they received from Temple University, The Pennsylvania State University, or the University of Pittsburgh. Not all teachers had to prove competency in their health occupations. From

those who did not have to prove competency, methods differed within as well as between universities. Cost of the competency evaluation also differed within as well as between universities as teachers reported no cost (31%), between 1 and 50 dollars (29%), 51-75 dollars (5%), and 76 plus dollars (8%).

The majority of secondary teachers had no difficulty in acquiring certification (65%) but those who did have difficulty spoke to the need for more specific guidelines both from the state and certifying institution, and better communication from the certifying institution. Three individuals were teaching on emergency certificates. Of these three, only one lacked the professional qualifications needed for teaching. One of the three had a master's degree in nursing education with student teaching while the other individual had a baccalaureate degree in nursing. Separate certification for health occupations would enhance equal treatment to health occupations education teachers in methods of proving competency and the cost of competency evaluations.

At the postsecondary level, the majority of educational programs in which teachers are located are accredited but do not offer articulation or advanced placement to students entering their programs. Efforts should be made to ensure that individuals have career mobility without loss of time or money and that previous educational experiences be acknowledged. At a time when society's demands for health care workers far exceeds the supply, educational programs and institutions can no longer afford the luxury of educating health care practitioners for today only. These shortsighted practices have contributed to the shortage of health care practitioners.

Teachers employed in some area vocational schools are denied tenure because (a) tenure is only for academic teachers, or (b) tenure is only for

secondary education. Discriminatory procedures in some area vocational schools should be investigated. These procedures largely affect female teachers, particularly at the postsecondary level, since the majority of practical nursing programs are located in these schools.

INTRODUCTION

Rationale

At the 1986 National Health Occupations Education Curriculum Conference, Thomas Hatch, Director of the Bureau of Health Professions, noted that health, as the second largest industry in the United States, continued to increase in manpower through the mid-1980's although at a somewhat slower rate than during the 1970s. Despite a slow down in manpower over the past few years, its growth rate continues to outpace that of the population. By way of comparison, the resident population of the United States grew four percent from 1980 to 1984. As a result, the ratios of number of practitioners to population have continued to increase. Since 1980, the growth rate in the allied health occupations has averaged about 13 percent opposed to the four percent increase in population and is expected to continue through the year 2000 with continued increases in practitioner-to-population ratios.

The purpose of allied health or health occupations education programs is to prepare persons adequately for entrance into health care occupations such as home health aides, nursing assistants, dental assistants, dental laboratory assistants, medical assistants, medical laboratory assistants, medical secretaries, biomedical technicians, emergency medical technicians, health related technologies and practical nurses. The basic element of a successful health occupations education program is a qualified teacher who is occupationally as well as pedagogically competent in teaching methods and skills which are an integral part of the instructional process. Health occupations teachers at both the secondary and post-secondary levels are recruited for their occupational competency without

prior teacher education in many cases. In Pennsylvania, health occupations education teachers at the secondary school level must work toward permanent certification which includes 33 credits in professional education and 27 credits in general education. According to the State Board of Nursing, postsecondary teachers of practical nursing should have a degree, preferably in nursing, with additional preparation for teaching. Those faculty employed without a degree must give evidence of continuing their academic preparation. Allied health programs located in community colleges or junior colleges must meet the faculty requirements of the specific college. Most community and junior colleges require a master's degree for faculty members.

OVERVIEW OF HEALTH OCCUPATIONS

TEACHER EDUCATION AND CERTIFICATION

Health occupations education was mandated first in federal legislation under Title II of the George-Barden Act of 1946. Title II provided funds for practical nursing and other health occupations education. It was not until the Vocational Education Act of 1963, however, that health occupations education was established as a new program area in vocational education. Prior to that time, health occupations education came under the jurisdiction of Trade and Industrial Education. As a result, health occupations teacher education followed the pattern of trade and industrial education for teacher certification (Jones, 1976).

The pattern for teacher certification was provided by two routes: degree and nondegree. The degree route and trade and industrial certification are located within vocational education departments of the four Pennsylvania Centers for Professional Development: Indiana University

of Pennsylvania, Temple University, The Pennsylvania State University, and the University of Pittsburgh. Completion of the baccalaureate degree and passing the test of basic skills provides the individual with a Vocational Instructional I Certificate. Upon three years of successful teaching and passing the test of professional knowledge, the individual receives the Vocational Instructional II Certificate.

Many teachers of trade and industrial and health occupations followed the nondegree route. This route required a formal training period in particular skills or a craft followed by two years of work experience in the skill area. Individuals then have to pass an occupational competency examination. There were no examinations in health occupations education, therefore, individuals had to submit occupational credentials for evaluation. These credentials could include licenses mandated by the state, or certification and/or registration required by professional organizations. This route to certification and pattern of evaluation of credentials still occur in Pennsylvania today.

Currently, there are three types of certificates issued for teaching in vocational education: Intern, Instructional I, and Instructional II. The Vocational Intern Certificate is issued to an applicant who has assurance of employment by a school district and, who in addition to meeting all legal requirements, can present evidence of

1. sufficient employment experiences (two years) beyond the learning period to establish competency in the occupation to be taught,
2. successful completion of the occupational competency examination or evaluation of credentials for occupations where examinations do not exist,

3. enrollment by a teacher education institution in an approved program leading to the Vocational Instructional I Certificate, and
4. recommendation for the certificate by the institution holding such approval (Pennsylvania Department of Education, 1987).

The Vocational Instructional I Certificate (Provisional) is issued, for a seven-year period, to the applicant who has met the condition of the Vocational Intern Certificate, has completed 18 semester credit hours in an approved program of vocational teacher education in the appropriate vocational field, and presented evidence of having passed the test of basic skills. The applicant must complete the approved preparation program of the Vocational Instructional II Certificate during this seven-year period. The Vocational Instructional II Certificate (Permanent) is issued to the applicant who has completed three years of satisfactory teaching with a Vocational Instructional I Certificate, completed a total of 60 semester credit hours in an approved program in the appropriate field of vocational education, and presented evidence of passing the test of professional knowledge.

The Pennsylvania State University was recognized formally as a Professional Development Center for Vocational Teacher Education in 1976 by the Pennsylvania Department of Education, Bureau of Vocational and Adult Education. In 1983, a Health Occupations Education Option (consisting of 48 semester credit hours) was approved as part of the baccalaureate degree in Vocational Industrial Education. Penn State's commitment to health occupations education is evidenced by the appointment of a qualified, nationally recognized, health occupations teacher

educator. This is the first step toward program approval for the preparation of health occupations teachers.

PROCEDURES USED IN THE STUDY

The purpose of the project was to assess the educational needs of secondary and postsecondary health occupations and allied health teachers statewide. Therefore, a primary task of the project was the design of a survey instrument which would elicit this information. A review of relevant professional literature identified a number of assessment instruments (See Borkavich and Welch, 1975; Hersh, 1977; Hole and Cole, 1977; McQuay, 1977; Richards, 1980; Witmer, 1987), but these were not compatible with the purposes of the study. In addressing the two separate populations, secondary and postsecondary, the composition and characteristics of each population were explored. For example, secondary health occupations education teachers would be concerned with certification as a requirement for teaching at the secondary level. Questions in regard to certification experiences should address (a) the type or level of certification, (b) when certification was obtained, (c) program area for which certification is held, (d) the institution which recommended the individual for certification, (e) the requirements for proving competency, (f) the cost of the competency evaluation, and (g) problems associated with acquiring certification.

In addressing the postsecondary health occupations and allied health population, certification is not required nor available. Therefore, it was decided to address issues related to accreditation, articulation, and specifics of the health specialty. For example, questions addressed included: (a) articulation, (b) accreditation, (c) advanced standing,

(d) requirements of the specialty in regard to certification, registry, licensure, and (e) degree and work experience requirements for teaching.

The needs assessment instrument was developed into three parts. Part I addressed educational needs, Part III addressed demographic information, and Part II differed according to school level: certification experiences (secondary) and accreditation experiences (postsecondary). The instruments were reviewed by the program specialist and the advisory committee consisting of individuals employed in teaching at both secondary and postsecondary levels. The instruments were modified according to their suggestions and the required documents were submitted to the Office for Protection of Human Subjects for approval. At the same time, the instruments were pilot tested for clarity and readability by individuals employed but not teaching in health occupations education.

Names and addresses of secondary health occupations education teachers were obtained from the program specialist in health occupations education, Pennsylvania Department of Education. Titles of allied health programs in community and junior colleges, private schools, and hospitals were obtained either from the department of education or from the publication titled Allied Health Education Directory, 1987. Since names of individual faculty members were not available for postsecondary education, letters (Appendix A) were sent to the chairperson of each program requesting either the number of faculty or names of individual faculty for distribution of the questionnaire.

After the questionnaire was modified and had received Human Subjects Research Approval, the two forms of the instrument were printed. All secondary questionnaires (Appendix B) were mailed directly to individual faculty while postsecondary questionnaires (Appendix C) were mailed

either directly to the individual if known or to the chairperson of the allied health program for distribution to faculty.

FINDINGS AND ANALYSIS

The questionnaires were mailed on March 14, 1988, with a return cutoff date of April 15, 1988. No follow-up of nonrespondents was attempted since individual names were unknown for many postsecondary faculty. Of the 152 questionnaires sent to secondary faculty, 65 (43%) questionnaires were returned by the cutoff date. Of the 577 questionnaires sent to postsecondary faculty or program chairpersons, 298 (52%) questionnaires were returned by the cutoff date. The overall response rate was 363 of 729 or 50 percent. The findings are presented following the general format of the survey questionnaire except in order of presentation. Part III, demographic information, is presented first, followed by Part I, educational needs, and Part II, certification for secondary teachers and accreditation for postsecondary teachers.

Questionnaire - Part 3

The purpose of Part 3 was to obtain general personal data. The questionnaire requested information on sex, age, employment status, title, years of work experience in the health field, teaching experience, tenure and sabbatical leave for educational purposes.

Sex

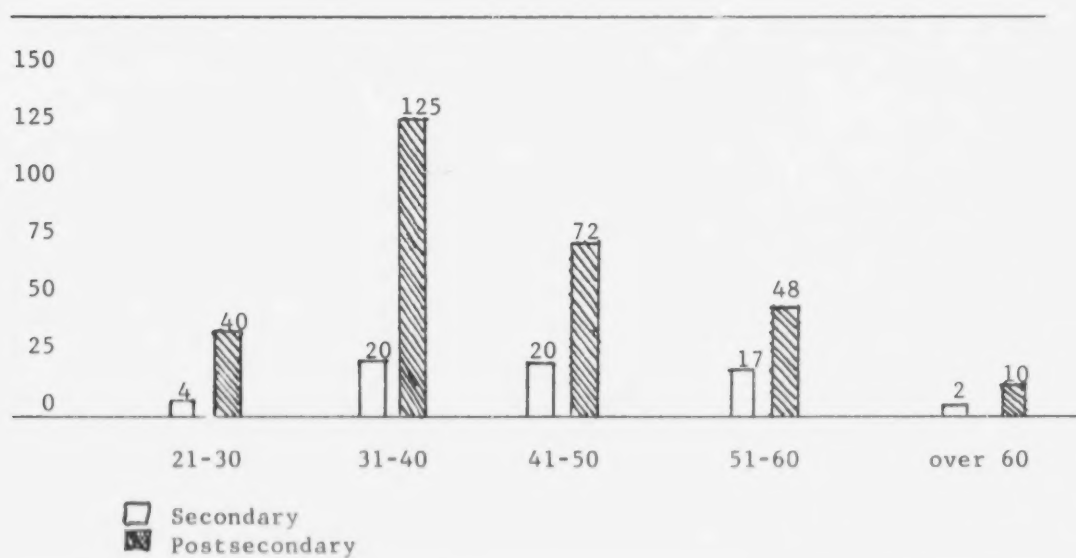
Of the 363 respondents, 329 (91%) were female, 29 (8%) were male and 5 did not complete this question. In secondary programs, 58 (89%) were female whereas in postsecondary programs, 271 (91%) were female.

Age

Of the total respondents, 44 (12%) were in the 21-30 age category, 145 (40%) were in the 31-40 age category, 92 (25%) were in the 41-50 age category, 65 (18%) were in the 51-60 age category, and 12 (3%) were in the over 60 category. The majority of secondary teachers were found equally in two age categories: 31-40 and 41-50; whereas the majority of postsecondary teachers were in the 31-40 category (see Table 1 for breakdown by level).

Table 1

Age Distribution by Educational Level



Employment

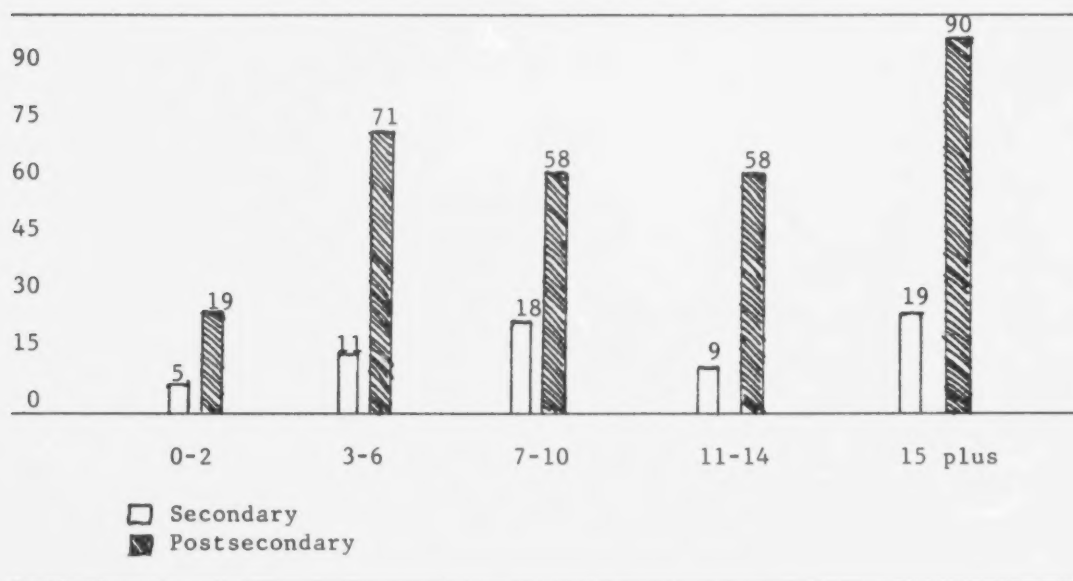
Eighty-five percent (308) of the survey respondents indicated they were employed full-time. Of these, 53 were employed in secondary education; 255 were employed in postsecondary education.

Work Experience

Years of work experience and teaching experience were divided into the following categories: 0-2, 3-6, 7-10, 11-14, and 15 plus years. The majority of total respondents had 15 plus years of work experience (109) followed by 3-6 years (82), 7-10 years (76), 11-14 years (67), and 0-2 years (24). In secondary education, most respondents were in two categories: 7-10 years (28%) and 15 plus years (29%) of work experience; whereas in postsecondary education, most respondents were in 15 plus years (30%) followed by 3-6 years (24%) of work experience (see Table 2 for breakdown between secondary and postsecondary levels).

Table 2

Work Experience by Educational Level



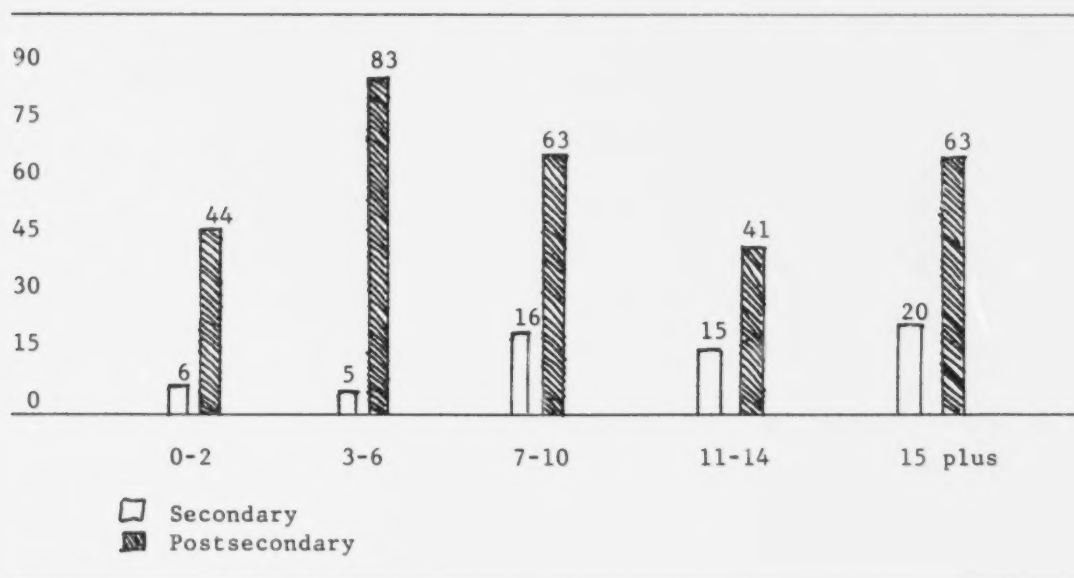
Teaching Experience

In terms of teaching experience for the total respondents, the numbers were approximately equal between 3-6 years (88) and 15 plus

years (84). The majority of respondents in secondary education had 15 plus years (21), followed closely by 7-10 years (16) and 11-14 years (15) of teaching experience. In postsecondary education, the majority had 3-6 years (83) followed equally by 7-10 years (63) and 15 plus years (63) of teaching experience (see Table 3).

Table 3

Teaching Experience by Educational Level



Tenure

The majority of respondents replied no (224) to tenure, although the tenure response was influenced by postsecondary education teachers as only 67 (25%) were tenured. Forty-nine (75%) of the 65 secondary education teachers were tenured. Of those respondents not receiving tenure, 12 were employed in secondary education and 212 were employed in postsecondary education. In addition, many respondents wrote in comments. Comments from the 12 secondary teachers included (a) not

available for vocational technical teachers, only academic teachers; and (b) not enough teaching years, only first or second year. At the postsecondary level, the most frequent response was "not available in the institution," followed by "not enough teaching years," and "available for all faculty except practical nursing faculty."

Sabbatical Leave

Fifty-two percent (188) of the respondents indicated they would be able to obtain a sabbatical leave for educational purposes. Of these respondents, 39 were employed in secondary education while 149 were employed in postsecondary education. Forty-four percent (159) indicated they would be unable to obtain a sabbatical leave. The following comments were written in by individuals responding no: (a) need ten years of teaching to qualify, (b) not part of school regulations, (c) have taken a sabbatical leave recently, (d) don't know, and (e) question mark (?).

Professional Title

The majority of respondents in secondary education had the professional title of Teacher/Instructor (94%). The same was true for postsecondary education although to a lesser degree: 45 percent had the title of Teacher/Instructor followed by Coordinator (15%) and Director (13%). Responses to the other category in postsecondary education included professor at all levels, supervisor, assistant administrator, and department head.

Questionnaire - Part 1

The purpose of Part 1 was to obtain educational needs and interest information. It included the following areas: (a) teaching level,

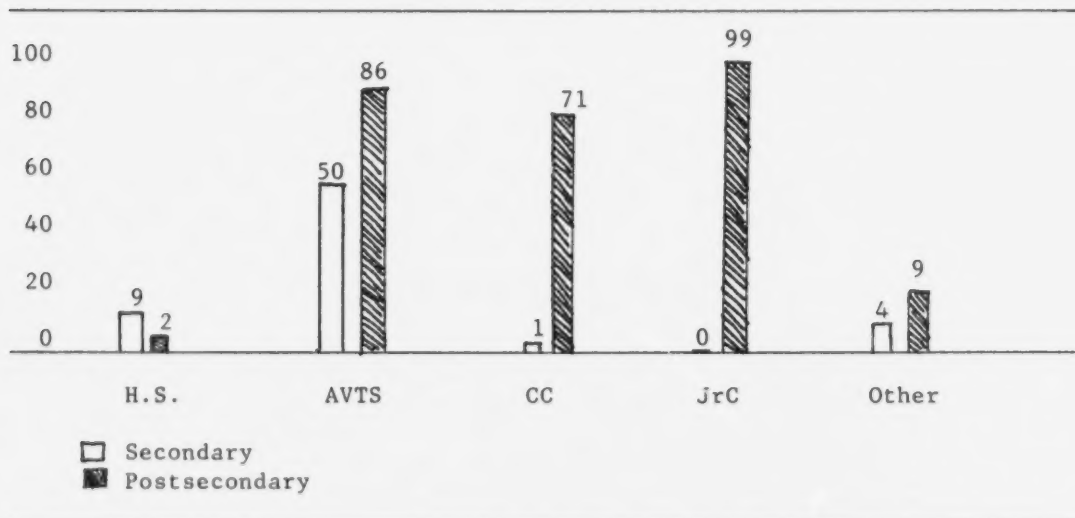
(b) type of facility, (c) degree status, (d) teacher area, (e) current educational status, (f) interest in a teacher education program, (g) degree preference, (h) course meeting, (i) class time, (j) campus location, and (k) course/workshop topic.

Type of Facility

Of the returned questionnaires, 65 participants were teaching at the secondary level and 298 were teaching at the postsecondary level. Table 4 shows that the majority of the secondary teachers were teaching in area vocational schools (77%); whereas the majority of postsecondary teachers were teaching in hospitals (33%), followed closely by area vocational technical schools (29%) and community colleges (24%). Three respondents checked the other category and specified skill center.

Table 4

Type of Facility by Educational Level

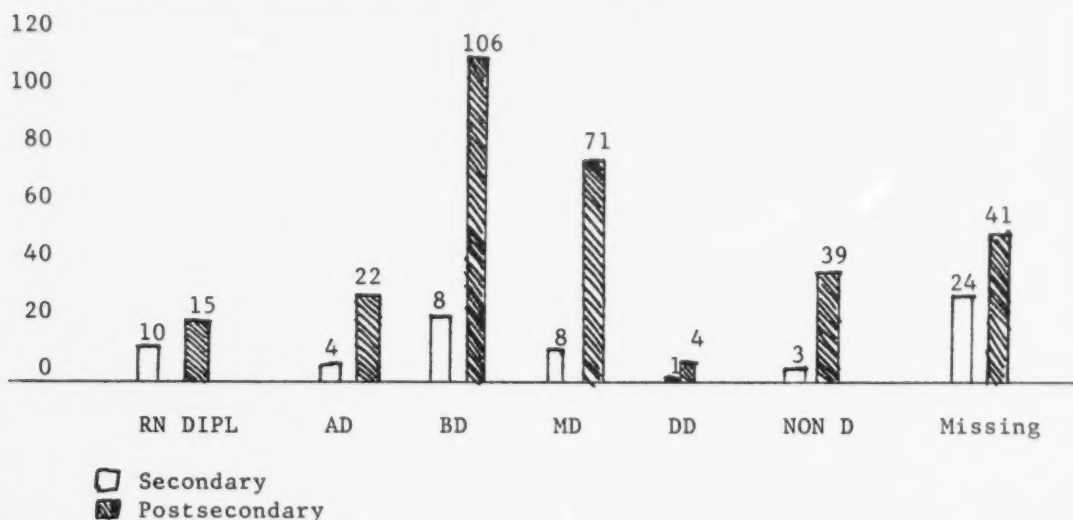


Degree Status

Table 5 demonstrates that the majority of secondary teachers chose not to respond to this question. Of those secondary teachers responding, 15 had a baccalaureate degree, 10 had an RN diploma, 8 had a master's degree, 4 had an associate degree, 1 had a doctorate degree and three had no degree. The majority of postsecondary teachers (106) had a baccalaureate degree, followed by 71 with a master's degree, 39 with no degree, 22 with an associate degree, 15 with an RN diploma, 4 with a doctorate degree and 41 teachers chose not to respond to this question. For those who responded nondegree, and wrote in number of credits, credits ranged from 50 to 90.

Table 5

Degree Status by Educational Level



Teaching Area

Nine categories were listed in the teaching area. Twenty-two individuals chose not to respond to the question. Table 6 lists the

nine categories and number of respondents for each category. In secondary education, the two respondents who chose other, wrote in cooperative education. At the postsecondary level the category marked other included Medical Technology (34), Associate Degree Nursing (28), Radiological Technology (25), Occupational Therapy Assisting (7), Medical Laboratory Technology (6), Respiratory Therapy Technology (5), Physical Therapy Assisting (4), Dental Hygiene (2), Paramedic (2), Medical Records (2), and one in each of the following teaching areas: (a) Pharmacy Technology, (b) Surgical Technology, (c) Medical Radiography, (d) Emergency Medical Technology, and (e) Optometric Technology.

Table 6

Teaching Area by Educational Level

Area	Secondary	Postsecondary	Total
Dental Assistant	9	10	19
Health Assistant	31	5	36
Health Related Technology	1	39	40
Home Health Management	3	1	4
Medical Assistant	2	5	7
Medical Laboratory Assistant	1	4	5
Nursing Assistant	3	2	5
Practical Nursing	0	95	95
Other	2	128	130

Current Educational Status

Individuals were asked to respond to one of four categories in educational status. Total responses indicated that 91 (25%) were working

toward a degree, 25 (7%) were working toward certification, 13 (4%) were adjunct or nondegree, and 201 (55%) were not involved in formal education. Total responses for the different educational levels are found in Table 7. Nonrespondents to this question included 8 in secondary education and 25 in postsecondary education.

Table 7

Educational Status by Educational Level

Status	Sec	PSec	Total
Working toward a degree	12	79	91
Working toward certification	14	11	25
Adjunct or nondegree student	3	10	13
Not involved in formal education	28	173	201

Program Interest

Two hundred and forty-six respondents indicated they were interested in a teacher education program. Of these 246 respondents, 42 were in secondary education and 204 were in postsecondary education. Those who responded affirmatively to this question were asked to circle their preferences in the following areas: educational route, scheduling, time of day/week, and campus location. Ninety-nine respondents (21 from secondary education and 78 from postsecondary education) expressed no interest in a teacher education program.

Educational Route

Respondents were asked to circle all preferences that apply in regard to type of educational programs in which they were interested.

Forty-four were interested in an undergraduate degree, 107 were interested in a graduate degree, 51 were interested in a certification program, 159 were interested in professional education (defined as curriculum, teaching methods, evaluation), and 13 marked other. Other included such comments as master's equivalency, master's in health specialty, and adult health and education.

Scheduling

Individuals were asked to circle all responses that applied to preference for course meetings. The breakdown is given from highest preference to lowest preference: workshop consisting of two to three days (233), weekly (192), summer workshop consisting of five days (183), twice weekly (25) and other (28). Other responses included Saturday's, regular summer schedule, and late afternoons.

Time of Day/Week

Individuals were asked to circle all preferences for when it was most suitable for them to attend classes. Their responses included (a) nighttime during week (251), (b) Friday night/Saturday (144), (c) daytime during week (111) and other (28). The only response to the other category was Saturday only.

Campus Location

Individuals were asked to check all campus locations that were best for participation in continuing their education. Individuals chose the following campus locations: King of Prussia (48), Altoona (35), Ogontz (30), McKeesport (28), Capitol (26), York (26), State

College (24), New Kensington (19), Allentown (18), Berks (17), Hazleton (17), Beaver (16), Erie (14), Wilkes-Barre (14), DuBois (13), Fayette (13), Scranton (12), Delaware (8), Mont Alto (8), Schuylkill (8), and Shenango (1).

Course/Workshop Topics

The questionnaire provided a list of topics for courses or workshops. Individuals were asked to circle all topics that would be of interest to them. The topics are given in order of preference:

1. Issues and trends affecting health occupations (180);
2. Teaching methods and techniques (177);
3. Curriculum development (156);
4. Counseling techniques to assist students with educational problems (155);
5. Testing and evaluation (150);
6. Computer assisted instruction (146);
7. Technical information for my health specialty (142);
8. Legal aspects of the educative process (124);
9. Regulatory functions in health occupations, e.g., accreditation, certification, licensing boards (117);
10. Program evaluation (78);
11. Teaching students with special needs (44);
12. Survey information--students, graduates, employers (37);
13. Integrating HOSA into the curriculum (11); and
14. Other, please specify (8).

Number 7 above provided an opportunity for respondents to list topics specific to their health specialty and all specialties were represented

in these topics: nursing, radiology, medical technology, medical laboratory technology, medical records, dental assisting, dental hygiene, occupational therapy, respiratory therapy, and surgical technology. The other category, number 14 from above, provided individuals with space to specify their preferences of topics and included laboratory or hospital management, adult education, and clinical evaluation.

Secondary Questionnaire - Part 2

The purpose of Part 2 was to obtain data on certification experiences from secondary teachers.

Type of Vocational Certification

Thirty-seven (57%) secondary teachers had the Instructional II certificate followed by an equal number for the Instructional I (15) and the Other category (15). Three had an Intern certificate while five did not respond to the question. In the other category, vocational certification included school nurse, secondary principal, cooperative education, special education, and emergency certificate. The emergency certificate was given to three individuals: one with a master's degree in nursing education, one with a baccalaureate degree in nursing education, one with a baccalaureate degree in nursing, and one working toward an associate degree in nursing.

CERTIFYING INSTITUTION

All certifying institutions had similar numbers except for Indiana University of Pennsylvania (see Table 8). Two individuals did not respond to this question while one individual circled Other.

Table 8

Certifying Institutions

Institution	Number	Percent
Indiana University of Pennsylvania	2	3%
Temple University	19	29%
The Pennsylvania State University	20	31%
University of Pittsburgh	21	32%

Time Period for Current Level of Certification

The majority of respondents received their current level of certification during the time period of 1981-1985 (24), followed by equal numbers (13) in the 1971-1975 and 1976-1980 time periods. Only three individuals received their current level of certification prior to 1971. Ten participants received their current level of certification in the 1986-1988 time period.

Program Area Certificate

Respondents were asked to indicate the program areas in which they were certified. Of the 62 responses, the majority of respondents were certified in health assisting (19) followed by the combination of health assisting, medical assisting, and nursing assisting (13); and dental assisting (7). Table 9 lists the program areas of certification. The other category included two responses: school nurse and cooperative education.

Table 9

Program Area Certification at the Secondary Level

Program Area	Number of Responses
Dental Assisting (DA)	7
Health Assisting (HA)	19
Health Related Technology (HRT)	1
Home Health Management (HHM)	2
Medical Assisting (MA)	2
Medical Laboratory Assisting (MLA)	1
Nursing Assisting (NA)	2
Other	1
<u>Combinations</u>	
DA, HA, MA, NA	2
HA and HRT	3
HA and MA	3
HA and NA	1
HA and Other	1
HA, HRT, NA	1
HA, MA, NA	13
HA, HHM, MA, NA	2
HA, MA, NA, Other	1

Competency Proof Requirements

Fifty-three of the 63 respondents were required to prove competency through a combination of methods, eight were not required to prove competency, and two respondents did not answer the question. Of the 53 respondents who were required to prove competency, the majority needed proof of licensure or certification (25). One individual indicated Yes but failed to circle the method(s) required. See Table 10 for numbers of responses to the method or combination of methods required to prove competency. The four responses to the other category were marked "don't remember" or left blank.

Table 10

Competency Proof Requirements

<u>Method</u>	<u>Responses</u>
Competency Evaluation Examination (CEE)	0
Employer Reference Letters (ERT)	0
Proof of Licensure/Certification (PLC)	25
Credential Review (CR)	1
Other	1
<u>Combination of Methods</u>	
CEE, ERT, PLC	8
ERT and PLC	8
ERT, PLC, CR	7
CEE, PLC, CR	1
CEE, ERT, PLC, CR	3

Cost of Competency Evaluation

Cost of competency evaluation varied greatly with 20 respondents reporting no cost, 19 respondents reporting a cost of \$1-\$50, 3 respondents reporting a cost of \$51-\$75, and 5 respondents reporting a cost of \$76 plus. Eighteen individuals chose not to respond to the question.

Difficulty in Acquiring Certification

Forty-two respondents had no difficulty in acquiring certification and two respondents chose not to respond to the question. Of the 21 respondents indicating difficulty in acquiring certification, nine felt certification guidelines were vague, eight felt institutional guidelines were vague, six had difficulty in contacting persons at certifying institutions who could provide guidance on procedures, four people did not receive notification from the institution indicating status of initial request for certification within a reasonable time period (3-4 weeks), six did not know that a health occupations educator representative for credential review was required by state regulations, and six listed other. The following comments were received from respondents:

1. Temple University would not recognize my student teaching course;
2. Classes were not available in my area;
3. It was hard to find the courses required at a close location to travel to. Many times courses were offered at great distances away but I was required to travel because the courses were required;
4. Travel distance to courses;
5. Lack of correspondence regarding availability of vocational courses;

6. Lack of outreach education courses locally;
7. Many of the required vocational education courses were largely geared to trade and industrial, not to health occupations;
8. Clarify the application blank;
9. University of Pittsburgh stopped servicing this area during certification process, IUP is very difficult to work with. I think that the staged video lessons for a grade are worthless and a mockery of the educational process;
10. Poor communication with Penn State as my certification requirements changed three times in the process of acquiring certification;
11. Duplicate information was received by me from both employer and certifying institution. I found the paper work to be complicated and the information as deadline dates, application fees, etc., to be conflicting. I am currently doing VITAL Modules with Temple for the initial ten credits of student teaching pending approval of credentials and recommendation for intern certificate. Given the fact that all my undergraduate work is with Penn State and graduate work from three different schools, I am still seeking direction and career counseling as to how I can get the best education to meet my career goals with the most value for my money while placing all these pieces together toward a graduate degree;
12. It was difficult due to the fact that Temple was not offering the courses I needed and my Vocational I almost expired;
13. I was certified in New Jersey and applied at the insistence of our Curriculum Director for Vocational I and Emergency Certificate. I followed the Curriculum Director's advice to contact Temple when letters from the State relative to certification were ambiguous. Temple urged me

to take courses I had taken at Glassboro. After months of frustration, I called Harrisburg and provided the documents listed under the question, to prove competency. A Vocational I followed as did the Vocational II after three years of teaching; and

14. I was employed in 1969 at which time there were very few guidelines, curriculum materials, etc. Because I was an RN, I was different from the usually employed T & I person and was told, "I don't know what to tell you to do." I wasted one year until Louise Harding received a letter from me via Temple. Health occupations education should not be under T & I. With the critical shortage of health care workers, Pennsylvania better soon do something toward articulation.

Postsecondary Questionnaire -- Part 2

Program Accreditation

The majority of respondents (89%) indicated their programs were accredited while seven percent indicated they were not accredited. Twelve respondents (4%) chose not to respond to the question. There were a variety of accrediting agencies differing even with program type. For example, nursing program respondents indicated National League for Nursing (104) and the State Board of Nursing (40) as the two accrediting agencies. Other associations and organizations included: (a) State Dental Board (1), (b) American Council of Dental Education (1), (c) American Dental Assistants Association (2), (d) National Board of Respiratory Care (1), (f) Joint Review Committee for Respiratory Therapy Education (3), (g) American Medical Records Association (2), (h) American Occupational Therapy Association (7), (i) Committee on Allied Health Education and Accreditation, American Medical Association (50), (j) American

Physical Therapy Association (7), (k) Joint Review Committee on Education in Radiologic Technology (14), (l) American Association of Medical Assistants (2), (m) American Society for Medical Technology (1), (n) National Accrediting Agency for Clinical Laboratory Sciences (22), and (o) American Society of Clinical Pathologists (3).

Program Articulation

From the question, Does your program articulation, 171 (57%) respondents answered no while 40 (13%) respondents chose not to answer. Of the 88 (30%) respondents who indicated that their programs provide articulation, 21 noted that articulation was neither based on the student's previous certification, licensure, or registration nor was articulation specific to an institutional program. Seventeen respondents indicated that articulation was based on the student's previous certification, licensure, or registration but articulation was not specific to an institutional program. Twenty-four respondents specified that articulation was not based on the student's previous certification, licensure, or registration but was specific to an institutional program. Sixteen respondents denoted that articulation was based on the student's previous certification, licensure, or registration and articulation was specific to an institutional program. Articulation specific to institutional programs included the following educational institutions: Philadelphia Community College (3), Montgomery County Community College (3), Thomas Jefferson University (6), Old Dominion University (1), Temple University (1), Hanneman University (1), Lock Haven University (1), and Sacred Heart Hospital (2).

Advanced Standing

Respondents were asked to indicate if their programs offered advanced standing. One hundred and five (35%) respondents specified they offered advanced standing while 163 (55%) answered no and 30 (10%) chose not to answer. If the answer was affirmative, individuals were asked to specify the basis of advanced standing and maximum number of credits permitted. The following responses were received: previous education (24), previous nursing education (20), health related education (1), testing (23), practical and written examinations (1), credentials and testing (1), practical nursing licensure (7), certification (1), individualized (3), and prior health experience (8). Maximum number of credits permitted ranged from 6 to 36. Other respondents indicated levels ranging from one to three semesters, or one semester only.

Certification Required by Health Specialty

One hundred and fifteen respondents (39%) were required to be certified by their health specialty and identified the following certifying agencies: American Society of Clinical Pathologists (ASCP), American Society for Medical Technology (ASMT), National Certification Agency/Medical Laboratory Technology (NCA/MLT), American Registry of Radiologic Technologists (ARRT), American Association of Medical Assistants (AAMA), American Occupational Therapy Association (AOTA), American Dental Assistants Association (ADAA), American Dental Association (ADA), National Board for Respiratory Care (NBRC), and American Medical Record Association (AMRA).

Registration Required by Health Specialty

One hundred-seventy respondents indicated they were required to be registered. The following registering agencies were specified: Board of Nursing, Board of Dentistry, American Society of Clinical Pathologists, American Medical Records Association, American Society for Medical Technology, American Occupational Therapy Association, American Registry of Radiologic Technologists, and National Certification Agency/Medical Laboratory Technology.

Licensure Required by Health Specialty

One hundred and sixty-three respondents indicated that licensure was required by the health specialty. The following licensing agencies were listed: Board of Nursing, Board of Dentistry, Board (not specified), Pennsylvania Health Department, and the American Society for Medical Technology.

Degree Required for Teaching Health Specialty

One hundred and sixty respondents indicated that a degree was needed for teaching the health specialty with 86 specifying the minimum degree as a baccalaureate and 21 specifying the minimum degree as a master's degree. Twenty respondents indicated that the degree was mandated by a licensure board, 33 respondents noted that the degree was mandated by a national association, and 14 respondents answered that the degree was mandated both by a licensure board and a national association.

Work Experience Required for Teaching

One hundred and forty-five respondents indicated that a minimum number of years of work experience was required for teaching in the health

specialty. Two years were chosen as the minimum years of work experience by most respondents (see Table 11). Not all respondents wrote in the number of years.

Table 11

Minimum Years of Work Experience Required for Teaching in the Health Specialty

Minimum Work Experience Years	Number of Respondents
1 year	15
2 years	53
3 years	13
4 years	3
5 years	14
6 years	3
7 years	1
2-3 years	3
2-4 years	1
2-5 years	3
3-5 years	3

Educational Program

Respondents were asked to indicate whether their programs offered certificates with or without educational credits upon graduation or if they offered an associate degree. The respondents indicated that the majority of educational programs offer certificate programs without educa-

tional credits (115), followed by associate degree programs (74), and certificate programs with educational credits (54).

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this project was (a) to assess the educational needs and interests of health occupations education teachers in Pennsylvania, and (b) to develop a program delivery plan for teachers employed in health occupations. The assessment was expected to provide two profiles:

1. A profile of secondary health occupations education teachers showing their health specialty and technical updating needs, their current certification level, their current and anticipated educational degrees, years of teaching experience, age, and other pertinent data; and

2. A profile of postsecondary health occupations education teachers showing their health specialty and technical updating needs, their current and anticipated educational degrees, years of teaching experience, age, and other pertinent data.

Secondary Education Profile

Sixty-five (43%) of the 152 questionnaires were returned by secondary education faculty. The majority of respondents are female (89%), range in age from 31-50 years (62%), and have either 15 plus years (29%) or 7-10 years (28%) of work experience in the health field. They are employed full-time (82%) in area vocational technical schools (77%) as teachers/instructors (94%) in health assisting (48%). They have from 7 to 15 plus years (80%) of teaching experience, are tenured (75%), and could obtain sabbatical leaves for educational purposes (60%).

Twenty-eight (43%) teachers have some type of degree (associate, baccalaureate, master's, doctorate), are not involved in formal education currently (43%), but would be interested in a teacher education program (65%). Their preferences would be in professional education (29%), undergraduate degree (22%), graduate degree (20%) or teacher certification (17%) with courses or workshops that address the following topics:

1. issues and trends affecting health occupations;
2. technical information for their health specialty;
3. regulatory functions in health occupations, e.g., accreditation, certification, licensing boards;
4. computer assisted instruction; and
5. counseling techniques to assist students with educational problems.

The majority of secondary education teachers have Instructional II (32%) or Instructional I (31%) certificates which they received during 1981-1985 (32%) or 1976-1980 (20%) to teach in the program area of either health assisting (29%) or the combination of health assisting, medical assisting, and dental assisting (20%). Fifty-three teachers (66%) were required to prove competency with proof of licensure, registration, or certification (38%) at no cost (31%) or at a cost of 1 to 50 dollars (29%). The majority of secondary teachers had no difficulty in acquiring certification (65%) but those having difficulty wrote numerous comments concerning the certification process.

Postsecondary Education Profile

Two hundred and ninety-eight (52%) of the 577 questionnaires were returned by postsecondary education faculty. The majority of respondents

are female (91%), are between 31-40 years of age (42%), and have either 15 plus years (24%) or 3-6 years of work experience in the health field. They are employed full-time (86%) in hospitals (33%) or area vocational technical schools (29%) as teachers/instructors (45%) in nursing programs and have from 3-6 (28%) or 7-10 (21%) or 15 plus (21%) years of teaching experience. Seventy-one percent are not tenured but could obtain sabbatical leaves for educational purposes (50%).

The majority have either a baccalaureate degree (35%) or a master's degree (24%), are not involved in formal education currently (58%), but would be interested in a teacher education program (69%). Their preferences would be in professional education (47%) or graduate degrees (32%) with courses or workshops that address the following topics:

1. issues and trends affecting health occupations,
2. testing and evaluation,
3. teaching methods,
4. curriculum development,
5. computer assisted instruction, and
6. legal aspects of the educational process

The majority of postsecondary education teachers are required to be either registered (57%), licensed (55%), or certified (39%) by a variety of associations, organizations, and boards. The teachers indicated that in most health specialties a degree is required to teach in the health specialty (51%) with baccalaureate degree being named most frequently (54%), but they are not required to have a minimal number of years of work experience.

The majority of educational programs in which the teachers are located are accredited (89%) with the National League for Nursing (104)

being cited most frequently followed by the Committee on Allied Health Education and Accreditation (50). Most programs do not provide articulation (57%) or advanced placement (55%) for the student, and most programs offer either certificate programs without educational credits (39%) or associate degree programs (35%).

Conclusions and Recommendations

The educational needs assessment project points out that secondary and postsecondary teachers are interested in a teacher education program with the majority interested in professional education (159) followed by graduate degrees (107) and with approximately equal numbers interested in undergraduate degrees (44) and teacher certification (51). At the postsecondary level, teachers are interested in courses or workshops that address (a) issues and trends affecting health occupations, (b) testing and evaluation, (c) teaching methods, (d) curriculum development, (e) computer assisted instruction, and (f) legal aspects of the educational process.

Secondary teachers are interested in courses or workshops that address (a) issues and trends affecting health occupations, (b) technical information for their health specialty, (c) regulatory functions in health occupations, (d) computer assisted instruction, and (e) counseling techniques to assist students with educational problems. Comments written in from secondary teachers spoke to the need for vocational education courses specific to the health field rather than the current concentration on trade and industrial education.

It is recommended that universities need to meet these educational needs by offering teacher education programs in health occupations and by

developing courses and workshop interests at undergraduate and graduate degree levels.

At the secondary level, most teachers have an Instructional I or Instructional II certificate which they received from Temple University, The Pennsylvania State University, or the University of Pittsburgh. Not all teachers had to prove competency in their health occupations. From those who did have to prove competency, methods differed within as well as between universities. Cost of the competency evaluation also differed within as well as between universities as teachers reported no cost (31%), between 1 and 50 dollars (29%), 51 to 75 dollars (5%), and 76 plus dollars (8%).

The majority of secondary teachers had no difficulty in acquiring certification (65%) but those who did have difficulty spoke to the need for more specific guidelines both from the state and certifying institution, and better communication from the certifying institution. Three individuals were teaching on emergency certificates. Of these three, only one lacked the professional qualifications needed for teaching. One of the three had a master's degree in nursing education with student teaching while the other individual had a baccalaureate degree in nursing.

It is recommended that separate certification for health occupations would enhance equal treatment to health occupations education teachers in methods of proving competency and the cost of competency evaluations. A qualified health occupations education should have the responsibility for certification review to prevent the discrepancies that are now occurring.

At the postsecondary level, the majority of educational programs in which teachers are located are accredited but do not offer articulation or advanced placement to students entering their programs.

It is recommended that efforts should be made to ensure that individuals have career mobility without loss of time or money and that previous educational experiences be acknowledged. At a time when society's demands for health care workers far exceeds the supply, educational programs and institutions can no longer afford the luxury of educating health care practitioners for today only. These shortsighted practices have contributed to the shortage of health care practitioners.

Teachers employed in some area vocational schools are denied tenure because (a) tenure is only for academic teachers, or (b) tenure is only for secondary education.

It is recommended that the Department of Education investigate discriminatory procedures in area vocational technical schools. These procedures largely affect female teachers, particularly at the post-secondary level, since the majority of practical nursing programs are located in these schools.

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APPENDIX A



February 11, 1988

Dear Chairperson:

I am interested in determining the educational needs and interests of junior and community college health faculty for undergraduate and graduate degree programs. Currently the Division of Counseling and Educational Psychology and Career Studies offers an option in health occupations education at the undergraduate level.

I have developed a questionnaire for completion by faculty members. Would you be willing to (1) notify me concerning the number of faculty questionnaires required to distribute them to your faculty, OR (2) supply me with the names of your faculty for direct mailing of the questionnaire? Please notify me of your decision at your earliest convenience.

Sincerely,

Beverly Richards
Associate Professor of Education
104 Rackley Building
University Park, PA 16802

BR:bls



February 25, 1988

Dear Program Director:

I am interested in determining the educational needs and interests of allied health faculty for undergraduate and graduate degree programs. Currently the Division of Counseling and Educational Psychology and Career Studies offers an option in health occupations education at the undergraduate level.

I have developed a questionnaire for completion by faculty members. Would you be willing to (1) notify me concerning the number of faculty questionnaires required to distribute them to your faculty, OR (2) supply me with the names of your faculty for direct mailing of the questionnaire? Please notify me of your decision at your earliest convenience.

Sincerely,

Beverly Richards
Associate Professor of Education
104 Rackley Building
University Park, PA 16802

BR:bls

APPENDIX B

A STUDY OF EDUCATIONAL NEEDS,
ACCREDITATION AND CERTIFICATION
EXPERIENCES OF HEALTH OCCUPATIONS
TEACHERS

412-05 (3486)



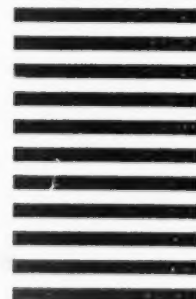
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Dr. Beverly Richards
Associate Professor of Education
The Pennsylvania State University
104 Rackley Building
University Park, PA 16801-9976



March 1, 1988

Dear Colleague:

This is an invitation to participate in a study of educational needs, accreditation and certification experiences of health occupations education (HOE) teachers. In August, Penn State demonstrated its commitment to HOE by employing a health occupations teacher educator.

Currently, Penn State offers an option in HOE within Industrial Education at the undergraduate level. In order to meet this commitment to health occupations teachers, we need to know your educational needs and interests as well as type of program offerings and locations for delivery. In addition, problems of accreditation and certification practices of teachers have been addressed to the program specialist in Harrisburg. Therefore, this questionnaire will consist of the following parts:

Part 1: Educational Needs

Part 2: Certification and Accreditation
Experiences

Part 3: Demographic Information

The study has been reviewed by The Pennsylvania State University's Office for the Protection of Human Subjects. Completion of the questionnaire signifies your voluntary consent to participate in the study. The code number at the top of page one is included only to allow for follow-up of non-respondents. Please be assured that before data analysis, the list of participants with matching code

numbers will be destroyed to preserve participant confidentiality. No individual data will be identified. I am aware of the limited time available to faculty. The questionnaire can be completed in 15 to 20 minutes. I appreciate your support in this endeavor.

Please return the questionnaire at your earliest convenience. A response before March 15 would be greatly appreciated.

Thank you,

Beverly Richards, R.N., D.Ed.
Health Occupations Teacher Educator
The Pennsylvania State University

Code Number _____

Part 1: Educational Needs

The purpose of this section is to obtain educational needs and interest information.

Instructions: Please circle only one response (except where noted) or fill in the blank where specified.

Teaching level:

1. Secondary
2. Postsecondary

Type of facility?

1. Comprehensive high school
2. Area voc-tech school
3. Community college
4. Hospital
5. Junior College
6. Other, please specify _____

Degree status:

1. RN diploma
2. Associate degree, type _____
3. Baccalaureate degree, type _____
4. Master's degree, type _____
5. Doctorate degree, type _____
6. Nondegree, number of credits _____

Present teaching area:

1. Dental assistant
2. Health assistant
3. Health related technology
4. Home health management
5. Medical assistant
6. Medical laboratory assistant
7. Nursing assistant
8. Practical nursing
9. Other, please specify _____

Current educational status:

1. Working toward a degree
2. Working toward certification
3. Adjunct or nondegree student
4. Not involved in formal education

Are you interested in a teacher education program?

1. Yes
2. No

If you answered yes to above question, circle all preferences that apply:

1. Undergraduate degree
2. Graduate degree
3. Teacher Certification
4. Professional Education (e.g., curriculum, teaching methods, evaluation)
5. Other, please specify _____

How would you prefer course meetings be scheduled (circle all that apply)?

1. Weekly
2. Twice weekly
3. Summer workshop (1 week)
4. Workshop (2-3 days)
5. Other, please specify _____

When would it be most suitable for you to attend class (circle all that apply)?

1. Daytime during week
2. Nighttime during week
3. Friday night, Saturday
4. Other, please specify _____

Which campus location is best for your participation (check all that apply)?

- | | |
|----------------|---------------------|
| 1. Allentown | 12. Mont Alto |
| 2. Altoona | 13. New Kensington |
| 3. Beaver | 14. Ogontz |
| 4. Erie | 15. Schuylkill |
| 5. Berks | 16. Scranton |
| 6. Capital | 17. Shenango |
| 7. Delaware | 18. State College |
| 8. DuBois | 19. Wilkes-Barre |
| 9. Fayette | 20. York |
| 10. Hazleton | 21. King of Prussia |
| 11. McKeesport | |

I would be interested in courses or workshops that address the following area: (Circle all that apply)

- 54
1. Technical information for my health specialty, please list _____
 2. Regulatory functions in health occupations, e.g., accreditation, certification, licensing boards
 3. Issues and trends affecting health occupations
 4. Counseling techniques to assist students with educational problems
 5. Curriculum development
 6. Teaching methods and techniques
 7. Testing and evaluation
 8. Program evaluation
 9. Teaching students with special needs
 10. Computer assisted instruction
 11. Integrating HOSA into the curriculum
 12. Survey information - students, graduates, and employers
 13. Legal aspects of the educative process.
 14. Other, please specify _____

Part 2: Certification Experiences

The purpose of this section is to obtain certification information.

Instructions: Please circle only one response (except where noted) or fill in the blank as specified.

Type of health occupation license or certificate, please specify _____

Type of vocational certification:

1. None
2. Intern
3. Instructional I
4. Instructional II
5. Other, please specify _____

The institution from which you received or plan to receive certification:

1. Indiana University of PA
2. Temple University
3. The Pennsylvania State University
4. University of Pittsburgh
5. Other, please specify _____

Indicate the time period in which you received your current level of certification:

1. Not applicable
2. 1966-1970
3. 1971-1975
4. 1976-1980
5. 1981-1985
6. 1986-1988

Program area in which certificate is held:
(Circle all that apply)

1. None
2. Dental Assistant
3. Health Assistant
4. Health Related Technology
5. Home Health Management
6. Medical Assistant
- 97 7. Medical Laboratory Assistant
8. Nursing Assistant
9. Other, please specify _____

Were you or are you required to prove competency?

1. Yes

If yes, circle all that apply:

- a. Competency evaluation exam
- b. Employer reference letters
- c. Proof of licensure or certification
- d. Credential review
- e. Other, please specify _____

2. No

Cost of competency evaluation:

1. No cost
2. \$1 - \$50
3. \$51 - \$75
4. \$76 plus

Are you or did you have any difficulty in acquiring certification?

1. Yes

If yes, circle all that apply:

- a. Felt state certification guidelines were vague
- b. Felt institutional guidelines were vague.
- c. Had difficulty contacting persons at certifying institutions who could provide guidance on procedures.
- d. Did not receive notification from institution indicating status of initial request for certification within a reasonable time period (3-4 weeks).
- e. Did not know that a health occupations educator representative for credential review was required by state regulations.
- f. Other, please explain (see space on the following page)

2. No

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Please continue with Part 3.

Part 3: Demographic Information

The purpose of this section is to obtain general personal data.

Instructions: Please circle only one response or fill in the blank where specified.

Sex: 1. Female
2. Male

Age: 1. 21-30
2. 31-40
3. 41-50
4. 51-60
5. Over 60

Employment Status:
1. Full-time
2. Part-time

Years of work experience in the health field, other than teaching:

1. 0-2 years
2. 3-6 years
3. 7-10 years
4. 11-14 years
5. 15 plus years

Teaching Experience:

1. 0-2 years
2. 3-6 years
3. 7-10 years
4. 11-14 years
5. 15 plus years

Have you received tenure?

1. Yes
2. No

If no, why _____

Could you obtain a sabbatical leave for educational purposes?

1. Yes
2. No

If no, why _____

Professional Title:

1. Teacher/Instructor
2. Coordinator
3. Director
4. Other, please specify _____

Thank you again for your time and interest in participating in this study. When completed, please staple or tape the booklet with my address on the outside and mail.

APPENDIX C

A STUDY OF EDUCATIONAL NEEDS,
ACCREDITATION AND CERTIFICATION
EXPERIENCES OF HEALTH OCCUPATIONS
TEACHERS

412-05 (3486)



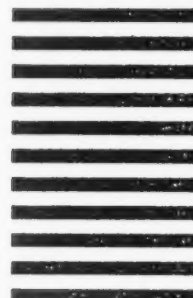
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Dr. Beverly Richards
Associate Professor of Education
The Pennsylvania State University
104 Rackley Building
University Park, PA 16801-9976



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March 1, 1988

Dear Colleague:

This is an invitation to participate in a study of educational needs, accreditation and certification experiences of health occupations education (HOE) teachers. In August, Penn State demonstrated its commitment to HOE by employing a health occupations teacher educator.

Currently, Penn State offers an option in HOE within Industrial Education at the undergraduate level. In order to meet this commitment to health occupations teachers, we need to know your educational needs and interests as well as type of program offerings and locations for delivery. In addition, problems of accreditation and certification practices of teachers have been addressed to the program specialist in Harrisburg. Therefore, this questionnaire will consist of the following parts:

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Part 3: Demographic Information

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numbers will be destroyed to preserve participant confidentiality. No individual data will be identified. I am aware of the limited time available to faculty. The questionnaire can be completed in 15 to 20 minutes. I appreciate your support in this endeavor.

Please return the questionnaire at your earliest convenience. A response before March 25 would be greatly appreciated.

Thank you,

Beverly Richards, R.N., D.Ed.
Health Occupations Teacher Educator
The Pennsylvania State University

Code Number _____

Part 1: Educational Needs

The purpose of this section is to obtain educational needs and interest information.

Instructions: Please circle only one response (except where noted) or fill in the blank where specified.

Teaching level:

1. Secondary
2. Postsecondary

Type of facility?

1. Comprehensive high school
2. Area voc-tech school
3. Community college
4. Hospital
5. Junior College
6. Other, please specify _____

Degree status:

1. RN diploma
2. Associate degree, type _____
3. Baccalaureate degree, type _____
4. Master's degree, type _____
5. Doctorate degree, type _____
6. Nondegree, number of credits _____

Present teaching area:

1. Dental assistant
2. Health assistant
3. Health related technology
4. Home health management
5. Medical assistant
6. Medical laboratory assistant
7. Nursing assistant
8. Practical nursing
9. Other, please specify _____

Current educational status:

1. Working toward a degree
2. Working toward certification
3. Adjunct or nondegree student
4. Not involved in formal education

Are you interested in a teacher education program?

1. Yes
2. No

If you answered yes to above question, circle all preferences that apply:

1. Undergraduate degree
2. Graduate degree
3. Teacher Certification
4. Professional Education (e.g., curriculum, teaching methods, evaluation)
5. Other, please specify _____

How would you prefer course meetings be scheduled (circle all that apply)?

1. Weekly
2. Twice weekly
3. Summer workshop (1 week)
4. Workshop (2-3 days)
5. Other, please specify _____

When would it be most suitable for you to attend class (circle all that apply)?

1. Daytime during week
2. Nighttime during week
3. Friday night, Saturday
4. Other, please specify _____

Which campus location is best for your participation (check all that apply)?

- | | |
|----------------|---------------------|
| 1. Allentown | 12. Mont Alto |
| 2. Altoona | 13. New Kensington |
| 3. Beaver | 14. Ogontz |
| 4. Erie | 15. Schuylkill |
| 5. Berks | 16. Scranton |
| 6. Capital | 17. Shenango |
| 7. Delaware | 18. State College |
| 8. DuBois | 19. Wilkes-Barre |
| 9. Fayette | 20. York |
| 10. Hazleton | 21. King of Prussia |
| 11. McKeesport | |

I would be interested in courses or workshops that address the following area: (Circle all that apply)

1. Technical information for my health specialty, please list _____
2. Regulatory functions in health occupations, e.g., accreditation, certification, licensing boards
3. Issues and trends affecting health occupations
4. Counseling techniques to assist students with educational problems
5. Curriculum development
6. Teaching methods and techniques
7. Testing and evaluation
8. Program evaluation
9. Teaching students with special needs
10. Computer assisted instruction
11. Integrating HOSA into the curriculum
12. Survey information - students, graduates, and employers
13. Legal aspects of the educative process.
14. Other, please specify _____

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Part 2: Accreditation Experiences

The purpose of this section is to obtain accreditation information.

Title of program _____

Is your program accredited?

1. Yes

If yes, please specify accrediting agency _____

2. No

Does your program provide articulation?

1. Yes

If "Yes" please complete the following:

Is the articulation based on the individual's previous licensure, registration, certification?

a. Yes

b. No

Is the articulation specific to an institutional program?

a. Yes

(please specify) _____

b. No

2. No

Does your program provide advanced standing

1. Yes

If yes, what is the basis of the
advanced standing _____

What are the maximum credits
permitted on advanced standing _____

2. No

Does your health specialty require you to be
certified?

1. Yes

(specify the certifying agency)

2. No

Does your health specialty require you to be registered?

1. Yes

(specify the registering agency)

2. No

Does your health specialty require you to be
licensed?

1. Yes

(specify the licensing agency)

2. No

Does your health specialty require a degree in the health
specialty for teaching?

1. Yes

If yes, circle all that apply:

a. Mandated by licensure board

b. Mandated by national associ-
ation

If yes, specify what educational
preparation is minimal _____

2. No

Does teaching in your health specialty require a minimal
number of years of work experience?

1. Yes

If yes, specify the number of
years _____

2. No

Which of the following is offered by the educational
program in which you are teach-
ing? (Circle all that apply)

1. Certificate program with education
credits

2. Certificate program without educa-
tion credits

3. Associate degree program

Part 3: Demographic Information

The purpose of this section is to obtain general personal data.

Instructions: Please circle only one response or fill in the blank where specified.

- Sex: 1. Female
2. Male

- Age: 1. 21-30
2. 31-40
3. 41-50
4. 51-60
5. Over 60

- Employment Status:
1. Full-time
2. Part-time

Years of work experience in the health field, other than teaching:

1. 0-2 years
2. 3-6 years
3. 7-10 years
4. 11-14 years
5. 15 plus years

Teaching Experience:

1. 0-2 years
2. 3-6 years
3. 7-10 years
4. 11-14 years
5. 15 plus years

Please continue with Part 3.

Have you received tenure?

1. Yes

2. No

If no, why _____

Could you obtain a sabbatical leave for educational purposes?

1. Yes

2. No

If no, why _____

Professional Title:

1. Teacher/Instructor

2. Coordinator

3. Director

4. Other, please specify _____

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Thank you again for your time and interest in participating in this study. When completed, please staple or tape the booklet with my address on the outside and mail.